**offered by School of Creative Media
with effect from Semester A 2017 /18**

Part I   Course Overview

Course Title: Thesis Seminar in Playable Media

Course Code: SM6338

Course Duration: 2 consecutive semesters

Credit Units: 6

Level: P6

**Medium of
Instruction:**   English

**Medium of
Assessment:**   English

Prerequisites: SM5338 The Canon of Computer Games AND
(Course Code and Title)   SM6323 Critical Ludology: Games, Playability and New Media Art

Precursors:
(Course Code and Title)   Nil

Equivalent Courses:
(Course Code and Title)   Nil

Exclusive Courses:
(Course Code and Title)   Nil

Part II   Course Details

1.   **Abstract**

This course is a culmination of the student's trajectory through the Playable Media & Game Studies stream. This course consists of an independent research project on a topic pertaining to computer game studies & playable media, under supervision of a SCM teaching staff member. While the course contains lectures and guest lectures on research methodology and paradigms, the emphasis is on the research project.

2.   **Course Intended Learning Outcomes (CILOs)**
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Describe and apply key concepts and terminology to the analysis of a topic relevant to the field.		✓	✓	
2.^	Synthesize significant, humanities-based research using a combination of primary and secondary sources, as well as relevant analytical methods.		✓	✓	✓
3.^	Apply appropriate methods and theories for their research project.		✓	✓	✓
4.	Track the progress of their independent research projects and adjust their research plan accordingly.		✓	✓	
5.^	Communicate research results that contribute to the field of game studies & playable media.		✓	✓	✓
		100%			

^ Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

A1:   Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Independent research activities leading to a finished research thesis	These activities are determined by the nature of the project, and are part of the initial agreement between the student and the project adviser. Activities normally will involve meetings and/or correspondence between the student and the adviser. The adviser and the student will agree on a timeline for the project, including target dates for the submission of specific modules of the project (e.g., bibliography, rough draft, completed project).	✓	✓	✓	✓	✓		
	Work-in-Progress seminar presentations on students' research projects	✓	✓	✓	✓	✓		

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
Research thesis / creative project.	✓	✓	✓	✓	✓			The project's end result is determined by the nature of the investigation. The project outcome normally takes the form of a substantial written essay, including full citations and bibliography. Under certain circumstances, the outcome may take the form of a playable media prototype or another kind of creative project involving the use of one or more of the media technologies available to SCM students. Some combination of two or more of these submission formats is also possible.
Active participation in the work-in-progress seminar	✓	✓	✓	✓	✓			
Examination: 0% (duration: , if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Research thesis / creative project	Students should demonstrate a postgraduate-level ability to undertake independent research through the application of relevant knowledge and skills, develop coherent and significant research problems, and to carry out that research through well-organized argument and analysis.	- Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field - Rich content, exceptional ability to integrate various resources into primary and secondary levels based on demand - Design and conduct research which is firmly built on thorough knowledge of existing theoretical frameworks - Evaluative judgments	- Firm grasp of materials, ability to explain key concepts and assumptions - Adequate content, strong ability to integrate various resources into primary and secondary levels based on demand - Design and conduct research which is built on thorough knowledge of existing theoretical frameworks - Appropriate judgments about existing research and demonstrate application of critical thinking skills	- Comprehensive grasp of materials, able to explain key concepts - Adequate content, fair ability to integrate various resources into primary and secondary levels based on demand - Design and conduct research which is built on knowledge of theoretical frameworks - Appropriate judgments about existing research - Weak ability to approach a text or a theme using a variety of theories and analytical tools	- Loose grasp of materials, cannot explain key concepts - Weak content, with primary and secondary levels - Design and conduct research which is appropriate for the research objective - Marginal judgments about existing research - Poor ability to approach a text or a theme using a variety of theories and analytical tools	- Poor grasp of materials - Inadequate content, without primary and secondary levels - Fail to design and conduct research which is appropriate for the research objective - Fail to make reasonable judgments about existing research - Fail to approach a text or a theme using a variety of theories and analytical tools

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		about existing research and demonstrate application of strong critical thinking skills - Strong ability to approach a text or a theme using a variety of theories and analytical tools - Strong organization of research findings with effective organization and procedural clarity at the same time demonstrating the importance of the process - Insightful suggestion of how the research findings may lead to future research	- Ability to approach a text or a theme using a variety of theories and analytical tools			
2. Active participation in the work-in-progress seminar	This assessment will grade on content and fluency of presentation. Students should show their co-operation to	• Rich, informative content, excellent grasp of the material	• Adequate content with firm grasp of the material that informs the	• Adequate content with comprehensive grasp of the material	• Weak content, loose grasp of the general ideas with some knowledge of the subject matter	• Inadequate content, fail to identify the general ideas with knowledge of the subject matter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.	with in-depth and extensive knowledge of the subject matter • Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management • Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize	audience on a subject matter • Reasonable organization, balanced structure and composition • Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management	demonstrating basic knowledge of the subject matter • Fair organization, weak structure and composition • Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management	• Poor organization, structure and composition • Poor presentation skills: marginal pronunciation, expression and diction, poor time-management	• No organization, structure or/and composition • Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management

Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
     (An indication of the key topics of the course.)

There is no set syllabus for the research project. Instead, the subject is organized through principles of guided mentoring, one-on-one discussion and instruction, and collaboration between the student and the faculty adviser. The research project is initiated by the student during the course Thesis Seminar. Student will develop an idea for a research topic, and then approaches a member of the SCM teaching staff to request that they serve as adviser. The student and faculty member agree on the terms of the project (i.e., specific topic or theme, work schedule and process, meeting schedule, expected end result), and then consult regularly concerning the project over the course of the semester. The project is expected to be conceived and executed in its entirety during Thesis Seminar and Thesis Project courses over the course of two semesters.

2.   **Reading List**
2.1   **Compulsory Readings**
     (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Hayot, E. (2014). *The Elements of Academic Style. Writing for the Humanities.* Columbia UP.
2.	Goldstein, JH & Raessens. J. (2005) *The Handbook of Computer Game Studies*. MIT Press.
3.	Other readings TBC based on the student's chosen topic

2.2   **Additional Readings**
     (Additional references for students to learn to expand their knowledge about the subject.)

1.	Other readings TBC based on the student's chosen topic